

Learning Outcomes At a Glance

QUARTER 1	QUARTER 2
<ul style="list-style-type: none"> • Understand how the course is organized, how to use the course navigational tools, the course requirements and how to use a pacing guide. • Identify common safety practices related to physical activity. • Determine baseline performance levels. • Apply training principles to your own fitness goals and workouts. • Evaluate the consumer responsibility in making healthy and financially sound decisions. • Analyze a personal budget that considers financial input and output. • Discuss the connections between physical and mental health. • Apply stress management techniques. • Identify the pressures of society that leave one susceptible. • Identify the physical issues related to anorexia nervosa, bulimia nervosa, and binge-eating. • Demonstrate your understanding of mental health topics through the project option of your choice. • Discuss the functions of each part of the cardiovascular system. • Identify common cardiovascular activities. • Evaluate different cardiovascular activities and apply them to your individual needs. • Discuss risk factors and prevention for cardiovascular disease. • Identify treatments for cardiovascular disease. • Describe the skill-related fitness components agility, balance, coordination, power, reaction time, and speed. • Evaluate how skill-related fitness abilities apply to a range of physical activities. • Evaluate how agility, balance, coordination, power, reaction time, and speed enhance performance levels. • Identify individual challenges to skill-related fitness components. • Utilize knowledge of the risks and safety factors that may affect physical activity throughout life. • Analyze strategies for setting and meeting goals. • Apply refusal, negotiation, and collaboration skills needed to accomplish goals and resolve conflict. • Analyze strategies for including persons of diverse backgrounds and 	<ul style="list-style-type: none"> • Describe the role of nutrition in health. • Explain the digestive process. • Analyze health related problems associated with an unhealthy BMI. • Document and analyze calories consumed and energy expended. • Name three classes of nutrients that supply the body with energy. • Identify the minerals your body needs and their roles in the body. • Explain the function and necessity of water in body. • Identify your individualized dietary recommendations. • Apply healthy eating guidelines to menu creation. • Evaluate how community influences personal wellness choices and individuals influence community wellness. • Describe how decision-making steps and refusal skills help one to embrace healthy choices. • Define a communicable disease and explain a method to reduce the transfer of communicable diseases. • Identify common sexually transmitted infections (STIs) and symptoms. • Apply decision-making steps and refusal skills to support wellness choices. • Define abstinence and its role in disease and pregnancy prevention. • Define risks associated with teen pregnancy. • Identify challenges that face teen parents. • Apply decision-making steps and refusal skills to support wellness choices. • Identify risky behaviors associated with use of alcohol, tobacco, drugs, and dangerous chemicals. • Apply decision making steps and refusal skills to support wellness choices. • Evaluate how to advocate wellness choices for self, family, and community. • Describe the benefits of muscular and flexibility training activities. • Identify how muscles, tendons, ligaments, and joints relate to flexibility. • Identify each of the major muscle groups. • Perform a basic full-body stretching routine. • Identify and perform exercises that will enhance muscular endurance for each of the major muscle groups. • Apply the principles of training to flexibility and muscular workouts to accommodate individual needs, strengths, and training goals.

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abilities.	
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Essential Concepts	Essential Vocabulary	Alaska P.E. Standards National Health Standards	Assessments	Instructional Resources	Instructional Considerations
Quarter 1: Assessing persona fitness, safety, sportsmanship, consumer fitness, mental and cardiovascular health Enduring Understanding: A healthy lifestyle includes setting and working towards achieving realistic wellness goals. Consumer, mental and physical fitness are components of wellness that are health-enhancing behaviors and assist in avoiding or reduce health risks. Essential Questions <ul style="list-style-type: none"> How does one develop realistic short and long-term personal fitness goals? How does one access valid information, products, and services to enhance health? How does one express and manage a range of positive and negative emotions? 					
Getting Started Course Introductions <ul style="list-style-type: none"> Understand how the course is organized and how to use the course navigational tools. Understand the course requirements. Identify how to use a pace guide. Safety <ul style="list-style-type: none"> Identify common safety practices related to physical activity. Explain why safety is so 	Baseline Efficiency F.I.T.T. S.P.O.R.T.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities. Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	Fitness Baseline	Online syllabus Fitness Assessment form Pacing Guide Workout Log Sample	½ week

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<p>important when participating in physical activity.</p> <p>Fitness Testing</p> <ul style="list-style-type: none"> • Complete four fitness assessments. • Determine baseline performance levels. • Demonstrate how to monitor one's own fitness performance levels. <p>Training and Workouts</p> <ul style="list-style-type: none"> • Describe components of the SPORT and the FITT Principles. • Discuss how training principles can improve fitness levels. • Apply training principles to your own fitness goals and workouts. 					
<p>Consumer Fitness</p> <p>Advertising</p> <ul style="list-style-type: none"> • Recognize health related advertising 	<p>Consumer Technology Advertising Formulate Entice Quack</p>	<p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-</p>	<p>Consumer Fitness Workout Log Project Milestone One Project Rubric Discussion Based Assessment</p>	<p>Online course Related Downloads</p>	<p>1 ½ weeks</p>

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<p>techniques.</p> <ul style="list-style-type: none"> Understand health related advertising and the ways it influences people. Understand the role of the government in regulating advertising. <p>Being Informed</p> <ul style="list-style-type: none"> Evaluate the consumer responsibility in making healthy and financially sound decisions. Evaluate the validity of health related media and their products and services. Describe the dangers of quack remedies. <p>Budgeting</p> <ul style="list-style-type: none"> Analyze the types, costs, terms, and conditions of credit cards. Compare and contrast methods of payment in order to make sound financial decisions. 	<p>Recourse Advocate Intervene Legal Mediation Inquiry Liability Fixed Expenses Variable Expenses</p>	<p>enhancing level of physical fitness.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
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<ul style="list-style-type: none"> Analyze a personal budget that considers financial input and output. 					
<p>Mental Health</p> <p>Mind-Body Connection</p> <ul style="list-style-type: none"> Discuss the connections between physical and mental health. Adapt a healthy lifestyle based upon positive psychology. Describe how our feelings, thoughts, and actions are related. Locate mental health resources. Utilize dramatic structure to develop a storyline regarding mental health. <p>Stress Management</p> <ul style="list-style-type: none"> Recognize indicators of stress overload. Monitor your stress level. Apply stress 	<p>Physiological characteristics</p> <p>Dramatic structures</p> <p>Eustress</p> <p>Distress</p> <p>Indicators</p> <p>Alleviate</p> <p>Disturbance</p> <p>Susceptible</p> <p>Differentiate</p> <p>Plague</p> <p>Psychology</p> <p>Characteristics</p> <p>Encompass</p> <p>Vicious</p> <p>Panic Attack</p> <p>Psychiatric</p> <p>FAT Triangle</p> <p>Illustrate</p> <p>Components</p> <p>Impacted</p> <p>Adapt</p> <p>Commonality</p> <p>Perception</p> <p>Critic</p> <p>Irrational</p> <p>Co-exist</p> <p>Psychiatric</p> <p>Chiseled</p> <p>Obsessed</p> <p>Distorted</p> <p>Persistent</p> <p>Neurotransmitter</p> <p>Serotonin</p>	<p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5:</p>	<p>Project Milestone One</p> <p>Project Milestone Two</p> <p>Project</p> <p>Discussion-based assessment</p> <p>Mental Health Workout</p> <p>Log(s)</p>	<p>Online course</p> <p>Related Downloads</p>	<p>1 ½ weeks</p>

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<p>management techniques.</p> <ul style="list-style-type: none"> Construct a well-defined personal goal to help alleviate stress. <p>Self Esteem</p> <ul style="list-style-type: none"> Compare and contrast self-image and self-esteem. Evaluate your self-esteem. Apply methods to maintain or improve self-esteem. Identify your strengths. Utilize character sketches to develop characters for a storyline regarding mental health. <p>Eating Disorders</p> <ul style="list-style-type: none"> Identify the pressures of society that leave one susceptible to forming an eating disorder. Differentiate between anorexia nervosa, bulimia nervosa, and 		<p>Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
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<ul style="list-style-type: none"> binge eating. Identify the physical issues related to anorexia nervosa, bulimia nervosa, and binge-eating. <p>Depression</p> <ul style="list-style-type: none"> Distinguish between sadness and depression. Discuss the signs of depression. Identify the warning signs of suicide. Demonstrate your understanding of mental health topics through the project option of your choice. 					
<p>Cardiovascular</p> <p>Cardiovascular System</p> <ul style="list-style-type: none"> Identify the three main parts of the cardiovascular system. Discuss the functions of each part of the cardiovascular system. Describe the functions of each 	<p>Paternal Maternal Aerobic Anaerobic Carotid Radial Prevalence Correspondent Network Immune system Closed system Evolving Arteries Capillaries Veins Fatigue</p>	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 1: Students will comprehend concepts</p>	<p>Project Milestone One Project Milestone Two Project Discussion-based assessment Workout Log(s)</p>	<p>Online course Related Downloads</p>	<p>1 ½ weeks</p>

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<p>part of the heart.</p> <ul style="list-style-type: none"> Describe the flow of blood throughout the body and function of blood vessels. <p>Cardiovascular Activities</p> <ul style="list-style-type: none"> Identify common cardiovascular activities. Compare and contrast aerobic and anaerobic activities. Summarize the benefits of regular cardiovascular exercise. Evaluate different cardiovascular activities and apply them to your individual needs. Evaluate safety measures during cardiovascular activities. Apply training principles to cardiovascular fitness routines. <p>Monitoring Your Heart Rate</p> <ul style="list-style-type: none"> Learn how to monitor a carotid 		<p>related to health promotion and disease prevention to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
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<p>and radial pulse.</p> <ul style="list-style-type: none"> • Discuss how heart rate relates to exercise. • Calculate target heart rate. • Compare methods of monitoring heart rate during exercise. <p>Cardiovascular Disease</p> <ul style="list-style-type: none"> • Identify the major types of cardiovascular disease. • Discuss risk factors and prevention for cardiovascular disease. • Identify treatments for cardiovascular disease. 					
<p>Skilled Related Fitness</p> <p>Health and Skills</p> <ul style="list-style-type: none"> • Understand how skill-related fitness relates to everyday life. • Compare and contrast the health-related benefits of various physical activities. 	<p>Agility Balance Coordination power reaction time Speed Extraordinary Inspiring Stamina Metabolism Shin splints</p>	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>Project Milestone One Project Discussion-based Assessments Workout Log</p>	<p>Online course Related Downloads</p>	

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<ul style="list-style-type: none"> Discuss the difference between health and skill-related fitness. <p>Skill components</p> <ul style="list-style-type: none"> Describe the skill-related fitness components agility, balance, coordination, power, reaction time, and speed. Evaluate how skill-related fitness abilities apply to a range of physical activities. <p>Improving Skills</p> <ul style="list-style-type: none"> Evaluate how agility, balance, coordination, power, reaction time, and speed enhance performance levels. Assess your performance levels in each skill-related component. Design an activity that would improve 		<p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
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<p>performance levels in each skill-related component.</p> <p>Skill Challenge</p> <ul style="list-style-type: none"> Identify individual challenges to skill-related fitness components. Utilize knowledge of the risks and safety factors that may affect physical activity throughout life. 					
<p>Sportsmanship</p> <p>Prepare for Success</p> <ul style="list-style-type: none"> Describe personal qualities that contribute to success. Analyze appropriate attitudes and behaviors in a variety of settings. Analyze strategies for setting and meeting goals to achieve an intended result. 	<p>Ethical behavior Integrity Negotiate Collaborate Ambassadors Mutual Stereotypes Discrimination</p>	<p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>Project Milestone One Project Discussion-based Assessments Workout Log</p>	<p>Online course Related Downloads</p>	<p>1 ½ weeks</p>

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<p>Communication</p> <ul style="list-style-type: none"> • Identify different types of communication. • Analyze the effectiveness of communication strategies. • Describe strategies to prevent, manage, and resolve interpersonal conflict. • Apply refusal, negotiation, and collaboration skills needed to accomplish goals and resolve conflict. • Analyze strategies for influencing and guiding others towards a common goal. <p>Teamwork</p> <ul style="list-style-type: none"> • Describe the benefits and challenges of working with a team versus working with a group. • Analyze strategies for including persons of diverse 		<p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>			
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backgrounds and abilities.					
Quarter 2: Nutrition, body composition, community wellness, muscles, flexibility and CPR Enduring Understanding: Proper nutrition, body care, and physical activity contribute to an overall wellness plan. Essential Questions <ul style="list-style-type: none"> • What is proper nutrition? • How does one use decision-making skills to practice health-enhancing behaviors that avoid or reduce health risks? • How does one create a personal workout plan? • Why should one maintain a healthy lifestyle? 					
Nutrition and Body Composition Nutrition and the Body <ul style="list-style-type: none"> • Describe the role of nutrition in health. • Explain the digestive process. • Identify the six classes of nutrients in food. • Relate body composition and body mass index (BMI) to fitness testing and norms. • Analyze health related problems associated with an unhealthy BMI. • Document and analyze calories consumed and energy expended. • Define calories 	Diet Nutrition MyPlate Health BMI Complex carbohydrates Simple carbohydrates Proteins Fats Supplements Vegetarians Macronutrients Micronutrients Body composition Hypertension Osteoarthritis Hydrostatic weighing Calories Sedentary Caloric input Caloric output Whole grain Translucent Fiber	Standard 3: Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. Standard 5: Students will demonstrate the	Project Milestone One Project Milestone Two Project Discussion-based assessment Workout Log	Online course Related Downloads	1 ½ weeks

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<p>and explain how the body obtains energy from foods.</p> <p>The Energy Nutrients</p> <ul style="list-style-type: none"> Name three classes of nutrients that supply the body with energy. Describe the role of carbohydrates, proteins and fats in your body. <p>Micronutrients and Water</p> <ul style="list-style-type: none"> Identify the two main classes of vitamins. Identify the minerals your body needs and their roles in the body. Explain the function and necessity of water in body. Analyze the benefits and risks of using supplements. <p>Healthy Food Choices</p> <ul style="list-style-type: none"> Identify the characteristics of 		<p>ability to use decision –making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
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<p>fad diets.</p> <ul style="list-style-type: none"> • Explain how the dietary guidelines for Americans can help you plan a diet. • Identify your individualized dietary recommendations. • Analyze the components of a food label and explain why these are important in making dietary decisions. • Apply healthy eating guidelines to menu creation. 					
<p>Community Wellness</p> <p>Your Community</p> <ul style="list-style-type: none"> • Identify the characteristics and components of community and culture. • Define issues and challenges within a community and predict factors that contribute to these issues. • Evaluate how community influences personal wellness 	<p>Heredity Wellness Peers Communicable diseases Sexual activity Sexually transmitted diseases Eradicate Community Influence culture Values “Gut reaction” Sexual abstinence Contraception Addiction Abuse Prescription drugs Over-the-counter drugs Advocate</p>	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>Project Milestone One Project Milestone Two Project Discussion-based assessment Workout Log</p>	<p>Online course Related Downloads</p>	<p>1 ½ weeks</p>

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<p>choices and individuals influence community wellness.</p> <ul style="list-style-type: none"> Describe how decision-making steps and refusal skills help one to embrace healthy choices. <p>Disease</p> <ul style="list-style-type: none"> Define a communicable disease and explain a method to reduce the transfer of communicable diseases. Identify common sexually transmitted infections (STIs) and symptoms. Assess individual and community consequences that result from communicable diseases and STIs. Critique a variety of behaviors that avoid or reduce health risks. Apply decision-making steps and refusal skills to support wellness 		<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
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<p>choices.</p> <ul style="list-style-type: none"> Analyze the necessity and availability of community resources for prevention, detection, and treatment of communicable diseases and STIs. <p>Teen Parenthood</p> <ul style="list-style-type: none"> Define abstinence and its role in disease and pregnancy prevention. Define risks associated with teen pregnancy. Identify challenges that face teen parents. Apply decision-making steps and refusal skills to support wellness choices. Analyze the necessity and availability of community resources that support abstinence and teen parents. <p>Substance Abuse</p>					
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<ul style="list-style-type: none"> • Define drugs and distinguish between abuse, misuse, and addiction. • Describe the effects of alcohol, tobacco, drugs, and dangerous chemicals on the body. • Identify risky behaviors associated with use of alcohol, tobacco, drugs, and dangerous chemicals. • Apply decision-making steps and refusal skills to support wellness choices. • Analyze the necessity and availability of community resources for prevention and treatment of substance abuse. <p>Taking Action</p> <ul style="list-style-type: none"> • Assess whether individual or collaborative decision-making is needed to make 					
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<p>a wellness decision.</p> <ul style="list-style-type: none"> Evaluate how to advocate wellness choices for self, family, and community. Identify and evaluate technologies available that contribute to wellness. 					
<p>Muscular and Flexibility</p> <p>Benefits</p> <ul style="list-style-type: none"> Compare and contrast the difference between muscular and flexibility training. Describe the benefits of muscular and flexibility training activities. Understand and apply safety precautions to reduce or prevent injury as you perform muscular and flexibility training activities. <p>Body Movement</p>	<p>Muscle Groups</p> <p>Flexibility</p> <p>Endurance</p> <p>Resistance</p> <p>Assess</p> <p>Contortionist</p> <p>Joints</p> <p>Body alignment</p>	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Project Milestone One</p> <p>Project Milestone Two</p> <p>Project</p> <p>Discussion-based assessment</p> <p>Workout Log</p>	<p>Online course</p> <p>Related Downloads</p>	<p>1 ½ weeks</p>

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<ul style="list-style-type: none"> • Compare and contrast the function of muscles, bones, tendons, ligaments, and joints. • Identify how muscles, tendons, ligaments, and joints relate to flexibility. • Identify each of the major muscle groups. • Perform a basic full-body stretching routine. 		<p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>			
<p>Training</p> <ul style="list-style-type: none"> • Compare and contrast muscular strength training and muscular endurance training. • Identify and perform stretching exercises that will enhance flexibility. • Analyze easily obtained forms of resistance tools to be used as part of a muscular training workout. • Identify and 					

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<p>perform exercises that will enhance muscular endurance for each of the major muscle groups.</p> <p>Equipment</p> <ul style="list-style-type: none"> Analyze and suggest equipment to provide resistance as part of a muscular training workout. Apply the principles of training to flexibility and muscular workouts to accommodate individual needs, strengths, and training goals. 					
<p>Collaboration component</p> <p>CPR</p> <p>Final exam</p>	Assessment	<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3:</p>	<p>Collaboration</p> <p>Component</p> <p>Fitness Test</p> <p>Final Exam</p> <p>CPR training component</p>	<p>Online course</p> <p>Related Downloads</p> <p>CPR Training Manual</p>	1 ½ weeks

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		<p>Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health</p>			
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		<p>risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision –making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
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Key Vocabulary

Word	Definition
Quarter 1	
Adapt	Adjust to a new condition
Advertising	The practice of calling attention to one's product through a variety of ways including paid announcements.
Advocate	Someone who pleads on someone else's behalf
Aerobic	Also called aerobic exercises. Any of various sustained exercises, as jogging, rowing, swimming, or cycling, that stimulate and strengthen the heart and lungs, thereby improving the body's utilization of oxygen.
Agility	The ability to change directions quickly and efficiently
Alleviate	Make less severe
Ambassadors	Persons serving as representatives
Anaerobic	Relating to or denoting exercise that does not improve or is not intended to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.
Arteries	Thick walled, flexible vessels that carry blood away from the heart.
Balance	An even distribution of weight enabling someone or something to remain upright and steady
Baseline	A starting point used for comparisons.
Capillaries	The smallest and most numerous of all the blood vessels. Their walls are very thin and allow for exchange of gases, nutrients, and waste in the tissues they reach.
Carotid	Either of the two major arteries one on each side of the neck that carry blood to the head
Characteristics	Quality belonging to a person, place or thing
Chiseled	Made or cut as if with or as if with a tool made to cut or shape stone, wood or metal
Closed system	A region that is isolated from its surroundings by a boundary that admits no transfer of material or energy across it
Co-exist	Occur at the same time
Collaborate	Work jointly on an activity, esp. to produce or create something
Commonality	Sharing of features
Components	Part of a larger whole
Consumer	One that acquires goods or services for direct use or ownership.
Correspondent	One who communicates information
Critic	Someone who judges or evaluates
Differentiate	To show the difference in or between
Discrimination	When a person suffers unfavorable or unfair treatment due to their personal characteristics
Distorted	Not representing the facts
Distress	Bad stress; trouble with family/friends
Disturbance	Interfere with the function of something
Dramatic Structure	Plot structure of dramatic works
Efficiency	Performing in the best possible manner with the least waste of time and effort.
Encompasses	Includes or constitutes
Entice	Attract using hope or desire.
Ethical behavior	Acts according to acceptable forms of conduct

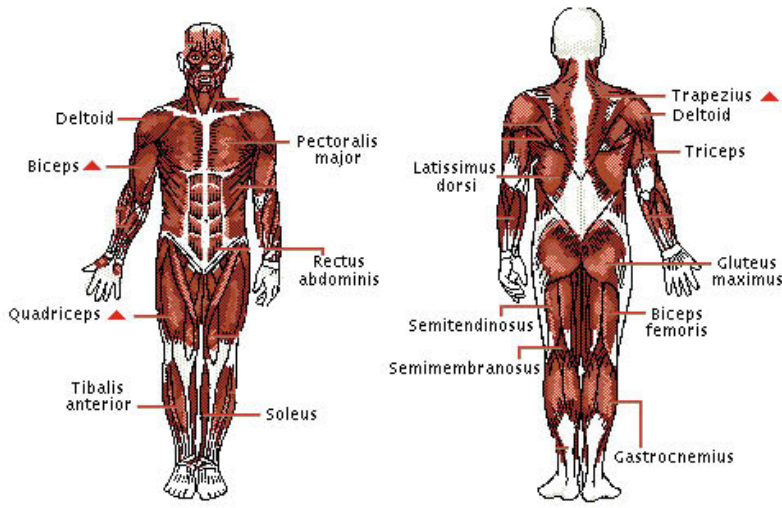

ASD 2013-2014 Teacher Academic Plan: HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE), Grades 9-12

Word	Definition
Eustress	Good stress; graduating from high school, prom, a wedding
Evolving	To develop gradually
Extraordinary	Beyond what is usual, ordinary, or regular
F.I.T.T.	Frequency, intensity, time and type.
FAT Triangle	Illustrates feelings, actions and thoughts.
Fatigue	Weariness from bodily or mental exertion
Fixed Expenses	Expenses that do not change each month like a car payment or rent
Formulate	Create or devise a plan
Illustrate	Explain or help make something clear
Immune system	A body system that protects the body from foreign substances and infection
Impacted	Having a strong effect
Indicators	Something that shows the level of something
Inquiry	Question
Inspiring	Causing a particular emotion or action
Integrity	Uprightness, honesty and sincerity
Intervene	To get involved
Irrational	Without reason
Legal Mediation	A fair and efficient process to help you solve the problem or dispute
Liability	A disadvantage
Maternal	From the Mother's side
Metabolism	Chemical process that occurs within the body to sustain life
Mutual	Having the same relationship each to the other
Negotiate	Try to reach an agreement or compromise by discussion with others
Network	A system of interrelated items, like roads, wires or passages
Neurotransmitter	A chemical substance released in the brain
Obsessed	Domination of one's thoughts
Panic Attack	Heart palpitations, problems breathing and shaking are all symptoms; Arises from too much stress or anxiety
Paternal	From the Father's side
Perception	A way of regarding or interpreting something
Persistent	To continue to exist or endure over a long period of time
Plague	Something that causes trouble or irritation
Prevalence	Widespread
Psychiatric	A medical profession concerned with the prevention, diagnosis, and treatment of mental illness.
Psychiatric	Relating mental illness or treatment
Psychology	The science that deals with mental processes and behaviors
Quack	A person who promotes or sells ineffective or harmful health care products or services.
Radial	Pertaining to, or situated near the radius bone
Recourse	The right to turn to someone for help or assistance.
S.P.O.R.T.	Specificity, progression, overload, reversibility

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Word	Definition
Serotonin	Neurotransmitter that plays an important role in mood
Shin splints	A painful condition in the shins brought on by running or jumping
Speed	Rapidity of movement or action
Stamina	The ability to sustain prolonged activity
Stereotypes	Generalization or assumptions people make about the characteristics of all members of a group, based on an image of what people in that group are like
Susceptible	Likely to be harmed or influenced by a particle thing
Technology	Equipment, software or other apparatus that can be safely used to enhance and/or improve health
Variable Expenses	Expenses that can change each month like money spent on eating out or entertainment
Veins	Responsible for returning blood to the heart. They have valves that prevent the blood from flowing backwards.
Vicious	Unpleasant or severe
Quarter 2	
Abuse	Intentional inappropriate use of drugs, repeatedly and willfully using a drug in a way other than prescribed or socially acceptable
Addiction	Physical and/or psychological need for a substance
Advocate	A person who pleads for a cause or propounds an idea
Assess	To measure and evaluate
Assessment	Educational programs undertaken for the purpose of improving learning and development.
BMI	Body Mass Index. A weight-to-height ratio, calculated by dividing one's weight in kilograms by the square of one's height in meters and used as an indicator of obesity and underweight
Body alignment	The position of body parts in relationship to one another
Body Composition	The components of the body including muscles, bones, tissues, organs, fluids and fat
Caloric input	The calories you consume through food
Caloric output	The calories you expend through bodily functions and physical activity
Calories	A unit that measures the energy in food and the energy one's body uses
Communicable diseases	Infectious disease that can be transmitted from one person to another
Community	A group of people that are linked by social ties or geography
Complex carbohydrates	Are whole grain carbohydrates and provide a nutritious source of lasting energy to fuel the body.
Contortionist	One who twists his or her body into unusual positions
Contraception	Methods used to prevent pregnancy
Culture	The behaviors and beliefs characteristics of a particular social, ethnic or age group
Diet	The food and beverage a person consumes
Endurance	The ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time.
Endurance	The ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time.
Eradicate	To eliminate or destroy
Fats	A concentrated source of energy that improve the taste and texture of many foods. Fats help carry the fat-soluble vitamins A, D, E, and K.
Fiber	The indigestible part of food that assists in moving waste through the body. Fiber helps us feel full and satisfied after eating and may help reduce cholesterol levels and risk of colon cancer.
Flexibility	Refers to the ability of your joints to move through a full range of motion.

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Word	Definition
Gut Reaction	A personal intuitive feeling or response
Health	A state of physical, mental and social well-being
Heredity	The passing of traits from parents to offspring
Hydrostatic weighing	A method to measure body composition that involves weighing a person while completely submerged underwater
Hypertension	High blood pressure
Influence	The power to effect persons or events
Joints	Where two bones come together; different types of joints allow for different types of movement
Macronutrients	Nutrients required in larger quantities
Micronutrients	Nutrients required in smaller quantities
Muscle Groups	 <p>The image contains two anatomical diagrams of the human muscular system. The left diagram shows a front view of a male figure with the following muscles labeled: Deltoid, Biceps, Pectoralis major, Rectus abdominis, Quadriceps, Tibialis anterior, and Soleus. The right diagram shows a back view of a male figure with the following muscles labeled: Trapezius, Deltoid, Triceps, Latissimus dorsi, Gluteus maximus, Biceps femoris, Semitendinosus, Semimembranosus, and Gastrocnemius.</p>
MyPlate	 <p>Promoted by the Obama administration, the MyPlate icon replaced 19 years of the food pyramid icon. The MyPlate icon was chosen as an easy way to remind people to be mindful of what they put on their plates. The plate is divided into four sections: fruits (20%), grains (30%), protein (20%), and vegetables (30%), with a suggested glass of milk alongside it to represent dairy intake.</p>
Nutrition	The act or process of nourishing or being nourished; specifically: the sum of the processes by which an animal or plant takes in and utilizes food substances.
Osteoarthritis	Degeneration of cartilage and bone within a joint
Over-the-counter drugs	Drugs you can buy in a store without a prescription
Peers	Persons of equal social standing, rank, age, etc.
Prescription drugs	Drugs you can only get with a prescription from a doctor
Proteins	A component of just about every part of the body including muscles, organs, bones, blood vessels, blood, skin, hair, and nails. Protein provides the amino acids or building blocks necessary for the body to rebuild and repair.

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Word	Definition
Resistance	A force that tends to oppose or retard motion.
Resistance	A force that opposes motion
Sedentary	Not physically active
Sexual abstinence	The decision to refrain from sexual behavior
Sexual activity	Participating in sexual behavior including oral, vaginal and anal intercourse
Sexually transmitted diseases	A whole group of infections and viruses that are spread through intimate contact
Simple carbohydrates	Provide a quick source of energy, but usually lack the vitamins, minerals, and fiber that are provided by more nutritious sources of carbohydrates.
Strength	The quality or state of being strong; bodily or muscular power; vigor.
Supplements	Additional vitamins or minerals that may be beneficial for people who have increased nutritional needs or lack nutrients in their diets
Translucent	Allowing light to pass through, but not allowing objects on the other side to be seen clearly
Values	Important principals or beliefs that influence our choices
Vegetarians	People who choose not to include certain forms of animal products in their diet
Wellness	The condition of good physical and mental health, especially when maintained by proper diet, exercises, habits, and healthy social relationships
Whole grain	Foods containing all the nutrients that the whole grain has to